

AN ANALYSIS ON TEACHER'S EMBODIED COMMUNICATION IN EFL LEARNING

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ABSTRACT

This research was conducted to find out the important of teacher's embodied communication which covers three research objectives: (1) the factors that influence teacher's embodied communication being used, (2) the situation in which teacher's embodied communication appear, and (3) the students' perceptions towards teacher's embodied communication used in EFL learning at SMPN 36 Makassar.

This research applied a qualitative research. The subject of this research was an English teacher of SMPN 36 Makassar through purposive sampling technique and five students at VIIth grade that were involved as informants. The data were obtained through recording, observation, and interview and analyzed based on procedures of data analysis that consists of identification, classification and analysis descriptive.

The results showed that: (1) there were three factors that influence teacher's embodied communication used in EFL classroom, they were autonomy, gradedness, and stability, (2) the teacher's embodied communication occurred in two kinds of situation, when the teacher and students discussed the material and the teacher explained the material, and (3) the students' perception toward the teacher's embodied communication were positively comfortable and motivatee. Then, several students felt more negatively less discipline. This finding also proved that embodied communication can be combined in one situation simultaneously.

Keyword: Embodied Communication, Autonomy, Gradedness, Stability

1. Introduction

Language can be used in many ways to maintain a communication to other people in particular society. Communication is an intentional linguistic that refers to the action performed with a purpose. Language and communication lead to the meaning occurring in a sentence. In line with this view, Allwood (2008) stated that a very basic reason for studying embodied communication is that the concept awakens hopes of greater descriptive and explanatory adequacy for theories of language and communication. The researcher interested to study embodied communication because it is the core of language.

Some people assume that embodied communication is a non-verbal communication. Actually, there is hardly any difference between embodied communication and non-verbal communication. Embodied communication focuses on sharing information between two or more people. As addition from Galantucci and Steels (2008), said that embodied implies not telepathy. Then, for the non-verbal communication, Barati (2015) explained clearly that it is communication without word, the people just convey their message through using their part of body. Therefore, it cannot be denied that both are in the same circle.

The aspect that useful to understand embodied communication are autonomy, gradedness, and stability (Sandamirskaya & Schöner, 2008). Whereas, Hans and Hans (2015) argue that aspect of non-verbal communication are proxemics, haptics and kinesic. In the classroom situation, the teacher is expected to apply these aspects in order to understand the students' condition. Manno (n.d.) also said that learning-teaching process can refers to a way of learning based on the emotional side that teachers difficultly control but, on the other side, allows the building of cognitive-conflict based situation. So that, apply embodied in classroom learning process will help the teachers in controlling, sharing, and transferring their communication to the students.

The researcher emphasized uniqueness because it has been already studied by some researchers that the embodied communication is applied in musical class, mathematical class, art class, online class, and technical class which was applied in robots. Bolldén (2016) investigated the “Teachers’ embodied presence in online teaching practices”. The result of this study showed that teacher embodiment occurs online and furthermore that the body could be understood as multiple. The result also shows how online and offline bodies hang together, actualizing the offline body in the online setting. Hence, researchers concur that the embodied communication has unique aspects, which make it distinctive. Therefore, the researcher will put embodied communication in English classroom to find out some factors that influence the teacher used it, then find out in what situation the embodied communication appeared, and also to know the students’ perception about the embodied communication in the classroom.

2. Review of Related Literature

Tolins (2012) in his research “Embodied Communication Practices in Instructive Interaction between Musicians”. He argued that, for musicians, the ability to talk to each other about music plays a vital role in the teaching, rehearsing, and performing of their art. So, he found that non-lexical vocalizations appear to be a crucial and commonly used resource, for both teacher and student, in music instruction, despite the large and well-established technical vocabulary available.

Alibali & Nathan (2012) investigated “Embodiment in Mathematics Teaching and Learning: Evidence from Learners’ and Teachers’ Gestures”. In this study, they were conveying that the mathematical knowledge is embodied. They stated that an appreciation of the embodied nature of cognition will help students in problem to understand why certain types of mathematical is more difficult than others, to identify suitable assessment methods that accurately gauge mathematical knowledge, to design more effective learning

environments, to select appropriate methods for instructing mathematics content, and to understand why learners have greater success with some instructional methods than with others. Based on this statement, I am as a researcher hope that, the embodied communication is also helping the English students in certain types of English problem.

Based on some basic related studies above, the researcher summarizes that this communication can provide important insight into how students relate to their learning contexts and how the teacher can effectively design learning to engage diverse learners. Therefore, I am as researcher put this embodiment in English Classroom to analysis teacher's embodied communication. Teacher applied autonomy, gradedness, and stability in instructional language.

3. Research Method

The researcher employed qualitative research design to find out the answer of the research questions as stated on the previous chapter in term of autonomy, gradedness, and stability used by the teacher in the classroom. In conducting this research, the researcher chose one teacher and five students in VII Class at SMP 36 Makassar as the subject of the research. In this class, the teacher explained the material every day, after that they discussed together. In order to collect the data, the researcher carried out the following procedures. Firstly, the researcher conducted classroom observation facilitated by video recording to get data about factor influence the teacher's embodied communication used in classroom. Secondly, interview session administrated after the classroom observation, where teacher interview session was conducted after student interview session. Interviewing the teacher was aim to confirm the result of video recording during the classroom teaching. Then, interviewing the students was aim to confirm their perception toward the teacher's embodied communication in classroom. Thirdly, the researcher had describe the interaction based on the recording and then classified to find the factor influence teacher's embodied

communication used, the situation teacher's embodied communication appear and also the students' perception about teacher's embodied communication used in English classroom.

4. Findings and Discussion

1. The factors that influence the categories of teacher's embodied communication used.

The result of the findings indicates that there are three factors influence teacher's embodied communication used in EFL learning.

- a. Autonomy

Autonomy refers to the communication process unfold continuously based on current and past behavior information. Based on the data obtained from observation and the recording, it was found that in the autonomy aspect there are fourteen aspect here, The explanation of the factors can be seen below

- 1) Provoke the student's attention

Making students interested in the material can be a real challenge for the teacher. In this case, the teacher spread her hand and played her gaze. By seeing her way, the students would feel provoked to express their opinions. Therefore, it can be said that, the factor that influenced the teacher's embodied communication was used in the class because the teacher wanted to provoke the students' attention toward the question. So that, the students are more active during the lesson.

- 2) Help the student to feel accepted and acknowledge

The teacher showed a particular communication to help the students feel acceptable and acknowledge. She realized that the students in a tired condition after resting time. The teacher showed a particular communication to help the students feel acceptable and acknowledge. She asked the same question to different students. First, she asked students who she thought would answer correctly. After that, she continued to ask the same question to other students. So that, all of the students answered the question correctly. Furthermore, it

is especially important for a teacher to understand student's situation. Based on this interview result, it can be known that the teacher's embodied communication used as a way that helps the student to feel accepted and acknowledged.

3) Collect a students' attention in order to respect each other.

The teacher created the personal way in her class. One of them, the teacher always use mood to control their students, she always say "*Hellow honey*" or "*Hellow*" when she feel less attention by her students. Based on this, I am as a researcher concluded that the factors that influence the teacher to use the aspect of embodied communication is to collect a students' attention to their friend who reading a text in front of the class.

4) Avoid lack of attention

Communication applied dominantly by the teacher was arousal, mood, eye contact, gesture, noise level. In every meetings, the teacher act as the "storehouse of knowledge" who dispenses the fact, principles, and concepts. The teacher taught the students by emphasizing the use of embodied communication in order to avoid lack of attention by the students.

5) Give a motivation to the students in order to convey their thought

In some case, the teacher pointed one of the students who raised his hand shyly. By applying particular communication, the student feel motivated to convey what words may be able to deliver and may not be able to deliver. In this case, the teacher always points the students randomly. It used as a motivation so that all students are always ready to answer questions.

6) Assertion important information

In this case, the teacher has a particular communication to assert her students. She showed a feeling brooding in the class, she was thinking and worrying about something while said some words for emphasizing to the students that they was wrong if they lazy to do their

duty. Therefore, the teacher's embodied communication used as an assertion that they were wrong and that it was inappropriate to be repeated.

7) Admonish or reprimand the student

In this case, the teacher did not apply her reprimand in a crazed shout, but rather delivered in a calm manner while maintaining direct eye contact. Sometime, she walked to the one of the student to touch his shoulder, put her finger in her lip, or gaze the particular students. Based on this result observation, I am as a researcher concluded that the teacher's embodied communication used in this case as a reprimand or admonish for the students who pay less attention to the lesson.

8) Invite the students to be brave in conveying their estimation

In some case, the teacher created many kinds of turn-taking posture in order to give a chance for the student in revealing their view. She gave time to the students to talk and to express their ideas about what quality of the place or thing in the conversation.

Based on the result finding, I am as researcher showed that the teachers get used to using many types of turn-takings that are a little bit pushy for each students, so students get used to standing up in revealing their opinions. So, I concluded that this is a habit to make the students be brave to drag out them speak out without hesitate.

9) Ensure the students

In this point the teacher played noise level and eye contact while giving a smile to ensure the students. In some case the teacher said "*di*" (read: come on in English), or said "*tidak ji, dibaca ji saja*" (read: you can do it, you just read it). She always applies this way for the shy students. Actually, this way need some time to ensure them, but the teacher believe that it will success. Then, it is true, student will stand up and feel sure to convey their thought.

10) To contribute to the discussion,

In order to contribute the discussion, the teacher applied many kinds of expression. This expression is categorized as gradedness and autonomy aspects. The teacher said something expressively and moving with excitement.

11) Collect a students' attention to be more respectful

In some case, the teacher doing noise level by locating her finger in her lips was to show that she needed her students' attention and control their noise level. After that, she continued her explain about the material cutting in the previous explanation. It was repeatedly found that a lot of autonomy aspect had been utilized in her explain performance. In this case use mood and gesture dominantly while teaching for keep the class in the roles can create positive respond by the students.

12) Make the students easier to understand

In this case, emblems handle the crucial part. The teacher needs talk through sign which can be translated into words in discussion session. In particular, the autonomy can be signed by some aspect depend on factor of influences. Additionally, according to the interview, the main factor in influence the autonomy used in learning process, especially arousal, mood, eye contact, gesture, noise level, was to emphasize and clear the intention of spoken language so the students are more understandable.

13) Maintain the flow of speech during conversation

To maintain the flow of speech during conversation, the teacher used all of aspects of embodied communication in the classroom. In some cases, she applied her eye-contact for seeking information, inviting and controlling interaction and providing feedback during conversation. The role of teacher's eye contact is a good idea to make her students realize the teacher's want. . It is connected to (Atta & Ayaz, 2014) said that by eye contact effectively in the classroom a teacher get maximum reimbursements regarding teaching. It is just closely related to what Antes (1996) regarded that gesture is so effective to help in clarifying

complex and ambiguous language. Therefore, by using the all of aspect of embodied communication during conversation, the flow of speech will run in right way.

14) Ask something

In this case, the teacher always applies particular movement when asking something. Such as, when she wanted the students to clap their hand, he practiced first, then clap together. So, it can be concluded that asking something is one factor that influence embodied communication uses in the classroom.

b. Autonomy

The second aspect is gradedness. It refers to the speaker's expression, which shows an emotion, how to apply the turn-taking, and also the way of playing voice and volume timbre. Based on the data obtained from observation and the recording, the researcher found some factors in this aspect.

1) Tease the students

The teacher believes that classroom will be run in a good way if she teases them, because the tease as a humour for them. It is connected with Ziv (2014) conducted experimental research concerning with humour in teaching and the result showed that the group which studying with humour had higher score on final exam. This is factor that influence the teacher's embodied communication used in the classroom.

2) Enhance performance of students

At the second day, teacher showed a different communication. it was knock the table louder. This has a negative meaning in some perspective, but for herself it doesn't. She assumes that it is required to keep the conductive learning situation, to maintain the rule of the class, or to control the students' attitude so that it can create positive learning environment and achieve the objectives of the class.

3) Build the rapport

The teacher is expected to know the way of using emotion in front of their students. Disappointed, surprise, and satisfied were the emotion that shown by the teacher in the classroom. Eye contact also builds instant rapport, influence, and likability (Atta & Ayaz, 2014). The factor that influence the teacher applied in learning process is to build the rapport between her students.

4) Create a sense of comfort towards students

In the interview session, some of the students felt comfortable when the teacher was teaching. So, it can be conclude that the other factors influence the teacher's embodied communication used in the classroom is to create fun learning in order to make the students feel more comfortable and relax the situation

5) Increase students' self-confidence

In the beginning of the class, the teacher gave the student a chance in revealing their opinion about anything. She applied turn-taking by raising her hand and pointing, so that she knew who has a confident to raise their hand. It is the best idea to increase students' self-confidence.

6) Reveal an emotion

In revealing some emotion, the teacher played her expressive in the classroom. Sometime, she just stands without saying anything to reveal that she is disappointed about the crowded condition. She also reveals that she has feel surprise, exhausted, and also focus. The expression is often determined by the nose and forehead scrunched up, sometimes with one raised eyebrow, and lips pursed together.

7) Appreciate to the student

In appreciating to the students, the teacher usually touches their shoulder. Appreciate them is actually used by the teacher to create an excellent class. In every meeting, she did it for the students who answer question correctly.

c. Stability

The third aspect is stability. In this aspect, it refers to how the speaker controls his/her class. Based on the data obtained through observation and interview session, the researcher found two factors in this aspect.

1) Control the environmental condition

The teacher emphasized that the students' entire eye is very important to control their emotional condition. In the same line with this, Khan & Akbar (2000) concluded that eye contact is the most powerful way when someone communicate, especially in teaching learning process. She played her eye contact in the beginning of the class through say something then look the students' respond. If there are students didn't give a positive respond, we as a teacher have to give more attention to them. Therefore, based on the observation, the teacher usually stood in front of the class for 3-10 seconds before saying greeting.

2) Help the teacher to solve the problem

There are some problems will occur when teaching English as a foreign language. Sometime, the students ask about the meaning of the word, how to say particular word in English, or they want to convey their feeling, but they don't know how to convey it. This embodied communication will help the teacher to solve the problem.

2. The situation teacher's embodied communication appear in EFL learning

Based on the observation conducted by the researcher, the data revealed that the categories of teacher's embodied communication appear in two kinds of situations, when the teacher and students discussed the material together and the teachers explained the material. It can be proved by observation and interview session.

3. The students' perception towards teacher's embodied communication

It has been discussed in the previous chapter that both teachers' communication plays important roles in teaching and learning process. Based on the findings of the research, the students stated some perceptions related to the teacher's embodied communication. Those perceptions are:

1) Being comfortable in learning

Based on the findings, it reveals that the way the teacher communicate and showed her teaching allowed the students to be comfortable in learning. When they feel comfortable, it helps them to be more active in the class. They feel free to convey their thoughts without being afraid of making their teacher become angry, because by making a mistake, they know that their teacher will help them in repairing it. It allows them to get rid of their anxiety since every student has varying degree of it when they are learning. So it is expected for the teacher to pay attention on their communication since being comfortable in learning is necessary to achieve positive learning outcomes. It will determine how the students act or perform in the class.

2) Being excited/motivated

It was identified also from the students perceptions that the way the teacher communicate as well as show her movement such as being enthusiastic will be helpful to get the their interest in learning and to keep the students being excited and motivated in learning English. When the teacher shows high enthusiasm in teaching, it will affect the students' mood. The higher the teacher enthusiasm in teaching, the higher the student's motivation in learning, not only the personality, but also the various teaching styles or teaching modifications are also said can get the students' interest. The use of various expressions such as surprise and disappointed is useful to promote the students' motivation in learning.

3) Being less discipline

Based on the findings, the teacher shows many kinds of embodied communication. The use of embodied communication in the classroom should be more controlled especially in the smile aspect. The students comment that “*the boy should be reprimanded by the teacher*” and “*she is always angry to the boy, not too angry*” it means that the male students are less discipline or have less respect to the teacher because they assumed that the teacher is their friend. It is different with the female students who build friendly relationship but they understand the limitation. Therefore, the way teacher used embodied communication creates a positive and negative perception, depend on the way of teacher taught. So, it is required to keep a beneficial learning situation, to maintain the rule of the class, or to control the students’ attitude so that it can create a positive learning environment and achieve the objectives of the class.

5. Conclusions

The result of the findings indicates that there are three factors that influenced teacher’s embodied communication used in EFL learning. They were autonomy, gradedness, and stability. Autonomy refers to the communication process unfold continuously based on current and past behavior information. Based on the data obtained from observation, the factors were categorized in some points. They were to 1) provoke the student’s attention, 2) help the students to feel accepted and acknowledged, 3) collect students’ notice in order to respect each other, 4) avoid lack of attention, 5) give motivation, 6) assert important information, 7) admonish or reprimand the student, 8) invite the students to be brave in conveying their estimation, 9) ensure the students, 10) contribute to the discussion, 11) collect students’ notice in order to respect the teacher, 12) make the students understand easier, 13) maintain the flow of speech during conversation, and 14) ask something.

The second aspect is gradedness. It refers to the speaker’s expression, which shows an emotion, how to apply the turn-taking, and also the way of playing voice and volume timbre.

Based on the data obtained from observation and the recording, the researcher found some factors in this aspect. They were to 1) tease the students, 2) enhance students' performance, 3) build rapport, 4) create a sense of comfort towards students, 5) increase students' self confidence, 6) reveal an emotion, 7) appreciated students.

The third aspect is stability. In this aspect, it refers to how the speaker controls his/her class. Based on the data obtained through observation and interview session, the researcher found some factors in this aspect. They were to 1) control the environmental condition, and 2) help the teacher to solve the problem.

Based on the findings, the researcher found that this result is different with other research. This research found that two different aspects of embodied communication can be mixed in one communication. Such as, the teacher mixed the nature of the interaction by moving the hand like making a circle with the environmental condition by playing noise level.

Next, the other difference is the previous research did not try to discover about the participants' perception about the embodied communication. Therefore, I decided to find out the students' perception about the teacher's embodied communication in the classroom. So that, in this study was found about the students' negative perception. Furthermore, the teachers have to apply aspect of embodied communication to the students carefully. It aims to build a rapport between them but still respect each other.

In this study was also found that the dominant of aspect embodied communication used by the teacher was autonomy and gradedness. The factor influenced the teacher mixed these aspects because of the situation in the classroom.

Based on the observation conducted by the researcher, it was found that the categories of teacher's embodied communication appear in two kinds of situation, when the teacher and students discussed and the teachers explained the material.

According to the students' perception towards their teacher's embodied communication, the researcher found positive and negative thing. For the positive thing, the students feel comfortable in learning when the teacher has an embodied communication. The students also get more excited and motivated when the teacher show enthusiasm and teach with various kinds of communication such as mood, arousal, expression, eye contact, or knowledge. It also shows that, the teacher does not care with the negative perception about her students from the other people. In the negative side of the students' perception is some of students less discipline because of the teacher always applies the autonomy, especially smiling, it become an assumption that their teacher is never angry with anything they do in the classroom.

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